DOCUMENT RESUME

ED 457 553 EA 031 280

AUTHOR	Price, Kathleen C., Ed.; Quinn, Peggy, Ed.
TITLE	Model Professional Development Programs Win Recognition.
INSTITUTION	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	ED/OERI-92-23
ISSN	ISSN-1054-9919
PUB DATE	1999-00-00
NOTE	14p.; This issue of the OERI Bulletin will be the final hardcopy distributed via the mail. All subsequent issues will be available electronically through the OERI Web site. Readers without Web access may still receive a free single copy by contacting ED Pubs.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll-free); Fax: 301-470-1244; Web site: http://www.ed.gov/pubs/edpubs/html.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	OERI Bulletin; Fall 1999.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	American Indian Education; Bulletins; Charter Schools; *Educational Improvement; *Educational Research; Educational Technology; Elementary Secondary Education; Government Publications; *Professional Development; School Safety

ABSTRACT

This bulletin is designed to illustrate the broad range of research and improvement activities supported by the Office of Educational Research and Improvement. Contents include: "Model Professional Development Programs Win Recognition," "Are Our Schools Safe?," "Charter Schools on the Rise," "What to Expect Your First Year of Teaching," "Evaluating Technology in Schools and Classrooms," "Research Agenda Planned for American Indian and Alaska Native Education," "About ED PUBS," "Attaining Excellence: TIMSS as a Starting Point to Examine Mathematics," and "NCES Releases 'Education Statistics Quarterly.'" The Research Roundup section contains: "GED Credential Improves Earning for Some," "How to Educate English Language Learners," "English Achievement in High School Classrooms," and "Teachers and Technology." The publications list contains seven new releases related to elementary and secondary education, four on postsecondary education, and nine covering miscellaneous topics. A phone list for accessing departments and personnel of the Office of Educational Research and Improvement is provided on the last page. (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 553

Office of Educational Research and Improvement

BULLETIN

Fall 1999

Model Professional Development Programs Win Recognition

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EA031280

BEST COPY AVAILABLE

EA

Office of Educational Research and Improvement

BULLETIN

Fall 1999

Model Professional Development Programs Win Recognition

A Navajo Nation intermediate school in an isolated Arizona valley. A New York City international high school, where over 70 percent of the students have limited English proficiency. An elementary school in an affluent Georgia community. A controlled-choice school in inner-city Boston with a predominantly African-American enrollment. These markedly divergent schools, among the 20 winners in the U.S. Department of Education's National Awards Program for Model Professional Development, provide compelling evidence that model programs can flourish in an array of settings. They also illustrate that high quality professional development can and does bring about improved student learning—if it is initiated, implemented, and monitored with exactly that in mind.

Begun in 1996 to highlight and recognize schools and school districts with exemplary professional development programs, the Program identifies a variety of comprehensive preK-12 models that exemplify the Department's mission and principles of professional development. The Office of Educational Research and Improvement developed these criteria based on the best available research on effective practice and after discussion among a wide range of education constituencies. Thus, each model:

- cultivates professional growth as an integral part of school culture;
- addresses the needs of all students;
- promotes professional development practices that ensure equity; and
- improves student learning.

Educators at the Ganado Intermediate School, part of the Navajo Nation in Arizona, had all of these criteria in mind when they targeted professional development efforts to improve reading achievement. Teachers and staff created their own instructional plans and research-based strategies, and evaluated their practice based on student achievement. Critical as well was the need to incorporate the cultural needs of Navajo students. Their efforts paid off when Ganado students, including those in special education, registered increased average scores on state-mandated tests.

Across the continent in New York City, the International High School (IHS) achieved success in a radically different setting. Established in 1985 as part of the City's alternative high school system, IHS enrolls limited-English speaking adolescents who have been in the United States 4 years or less. After deciding that student need should drive professional development efforts, the school organized into six 75-member teams, with faculty for each team setting professional development goals, planning activities, and providing constant monitoring and evaluation of practices. This strategy led to higher graduation rates, an attendance rate of 95 percent, and a dropout rate below the city average.

The principal of Boston's "least chosen" school transformed it into the city's "12th most selected."

(Continued on page 9)

IN THIS ISSUE

Assistant Secretary's Column	2
Safe Schools	3
Charter Schools	4
First Year Teaching	5
Evaluating Technology in Schools	6
American Indian Initiative	6
About ED Pubs	7
Improving America's Schools Conferences	7
New Publications	8
TIMSS Assessment Module	9
Education Statistics Quarterly	9
Research Round Up	10-11
Phone List	12

EA 031280

FROM THE ASSISTANT SECRETARY

This is my first opportunity to address readers of the *OERI Bulletin* as Assistant Secretary for Educational Research and Improvement. I hope this issue illustrates the broad range of research and improvement activities currently supported by this office. Not only has this been a busy year, it has also been a year of change. We have launched new research and development programs. We are experimenting with new ways of running our grant competitions. We are striving to become more effective in conveying to the public what we know about improving education policy and practice. Above all, we are focusing much more of our resources on efforts to transform research-based ideas about teaching and learning into models and strategies that educators can use to help their students achieve.

This is a unique moment in American education. For much of this century, our schools and economy seemed to thrive in a system in which only a small percentage of our citizenry reached their full potential. Colleges accepted the students they wanted. Employers could find workers across a wide range of achievement levels as well. There seemed a place for everyone. However, as this century comes to a close, we are starting to realize that this system no longer fits our needs. Both as a matter of equity and as a matter of economic and social necessity, we need an education system that pays more attention to the highest levels of learning of each student and creates learning opportunities over that person's lifetime.

This two-sided goal results from our unique place in economic and social developments. This is the first time in our nation's history that our prospects for general economic and social well-being have been so tightly linked to the skills and abilities of the population. In confronting these challenges, we must embrace new and remarkable diversity in students, by age, gender, language, income, race, and circumstance. Schools at all levels understand this and are under considerable pressure to improve the quality of teaching and to demonstrate their effectiveness in contributing to student learning and success.

The challenge for OERI is to support the education community by helping to develop an education research agenda that identifies areas of need and builds new knowledge on what we already know. This cumulative research is the only way we can support the massive redesign effort that is required if our education system is to realize quality and equity as a single outcome.

Not only do we need deeper understanding of how teachers teach and children learn, we need new ways of ensuring that this knowledge is available to teachers and schools. OERI's work is unfolding in a political and social atmosphere oriented to results. Policymakers and practitioners in and outside Washington, DC, want solutions to practical problems. There is growing frustration with research that does not readily inform our understanding of a number of enduring problems of practice. This frustration fuels a continuing debate about relevance, quality and rigor, and the impact of research in education.

These, then, are the challenges that we face in the years ahead. How can we develop a cumulative body of research, translate and communicate that knowledge to teachers, and improve outcomes for all students? As OERI moves toward these goals, I look forward to meeting with you, our customers and collaborators, engaging you in our mission, and enlisting you in the pursuit of better learning for all.

C. Kent McGuire

Are Our Schools Safe?

Recent incidents of school violence and fatalities have shocked the nation and there have been escalating concerns about just how safe our classrooms and school yards really are. A new study suggests, however, that schools remain relatively safe places for children and adolescents, who are unlikely to be victims of serious violent crimes in the nation's classrooms.

According to findings in the recently published *Indicators of School Crime and Safety, 1998*, young people spend approximately 40 percent of their waking hours at school, but are considerably more apt to be murdered or to become victims of other serious violent crimes when they are away from the schoolhouse. Indeed, during the two most recent school years for which data are available (1992-93 and 1993-94), a total of 7,357 young people ages 5 through 19 were slain, but less than 1 percent of these fatalities occurred at schools.

This same picture of relative safety also holds true for nonfatal, serious violent crimes such as rape, sexual assault, robbery, and aggravated assault. The study, a collaborative effort by OERI's National Center for Education Statistics (NCES) and the Bureau of Justice Statistics, found that students ages 12 through 18 are more apt to experience serious violent crime outside the classroom than in school or while traveling to or from their schools. During 1996, students in this age range were victims of about 225,000 such incidents at school, while 671,000 incidents occurred elsewhere, and students in urban areas were more vulnerable to serious violent crime (both in and out of school) than were students in rural areas.

The picture changes however when simple assault (e.g., physical attack or fight without a weapon) is considered. In 1996, schools were the site of 909,000 simple assaults on 12- to 18-year-olds, while 757,000 incidents occurred away from school. Moreover, when data on serious violent crimes and on simple assaults are merged, young people are just slightly safer at school than in other settings, with 1.1 million incidents of all nonfatal, violent crime occurring at school and 1.4 million incidents occurring elsewhere. The report also found that elementary schools were much less likely than either middle or high schools to report any type of crime in 1996-97, and that elementary schools were more likely to report vandalism than any of the other crimes.

Is violence at school getting worse? Based on students' own reports of injuries suffered inside or outside the school building or on a school bus, the number of nonfatal, serious violent crimes among 12- to 18-year-old students remained constant between 1992 and 1996. Moreover, data gathered from 12th-graders over a 20-year time span (1976-1996) show that the percentages reporting having been harmed at school (with or without a weapon) have not changed markedly over the past two decades.

Indicators of School Crime and Safety, 1998, the first in a series of annual reports on school crime and safety, not only provides a profile of school crime and safety in the United States but describes the characteristics of the victims of these crimes. The report contains 19 indicators organized around 6 topics: Nonfatal Student Victimization Student Reports; Violence and Crime at School; Public School Principal/School Disciplinarian Reports; Violent Deaths at School; Nonfatal Teacher Victimization at School Teacher Reports; and School Environment.

Indicators of School Crime and Safety, 1998 is available online at **http://nces.ed.gov** and **http://www.ojp.usdoj.gov/bjs/**. Look there also for the 1999 Indicators Report expected later this fall. *Early Warning, Timely Response: A Guide to Safe Schools*, another joint publication of the Departments of Education and Justice, offers research-based practices designed to help school communities identify warning signs of potentially troubling behavior and develop prevention, intervention, and crisis response plans. Early Warning is available from ED Pubs. □

Charter Schools on the Rise

OERI recently released *The State of Charter Schools: 1999*, the third annual report from the National Study of Charter Schools. The report provides results from the Spring 1998 survey of all charter schools in operation in the 1997-98 school year.

The number of charter schools has grown from 270 to 1,050 over 3 years. As of July 1999, 36 states and the District of Columbia have adopted legislation enabling charter schools. Puerto Rico, which is not covered in the Study, also authorizes charter schools under its more general community school law. Despite this growth, characteristics of schools have stayed much the same. Like earlier reports, this report indicates that:

- Most charter schools are small (the median number of students is 132).
- Grade level distribution varies considerably, with charter schools more often choosing a K-8 or a K-12 distribution than other public schools.
- About 70 percent of all charter schools are newly created; nearly 20 percent were pre-existing public schools, and slightly more than 10 percent were pre-existing private schools.
- Nearly half of all charter school students are students of color. The population of all charter schools is 52 percent white, compared to 60 percent in all public schools in the 24 states surveyed for this report.
- While most charter school populations mirror their state's racial composition, in Connecticut, Massachusetts, Michigan, Minnesota, North Carolina, and Texas, charter schools are serving significantly more minority or economically disadvantaged students.
- Most charter schools had about the same percentage of white students as their district average. Seventy-two percent of schools were within 20 percent of the average percentage of white students in the surrounding district.
- Charter schools report that approximately 8 percent of their students were students with disabilities. This compares to approximately 11 percent in the 24 states where charter schools were located. Charter schools in some states, such as Florida, enroll substantially more students with disabilities than other public schools in the state.
- Charter schools serve about the same proportion of students with limited proficiency in English as do other public schools in their states, although there is much variation between states.
- Charter schools serve about the same proportion of students eligible for free or reduced-price lunch as other public schools in their states.
- Charter schools are founded for diverse reasons. Newly created schools often seek to realize an educational vision; many others seek to serve an at-risk student population.
- Resource limitations continue to be a problem. In every year of the survey, schools mentioned lack of start-up funds most frequently. In the 1998 survey, more than 55 percent reported that start-up funding was a barrier.

The report is available on the World Wide Web at **http://www.ed.gov/pubs/studies.html#Charter** and from ED Pubs (see page 8 for ordering information). For further information about *The State of Charter Schools: 1999*, call Pat Lines at (202) 219-2039. □

Notice to OERI Bulletin Readers

This issue of the ***OERI Bulletin*** will be the final hardcopy version to be distributed via the mail. All subsequent issues of the ***Bulletin*** will be published electronically through our Web site at **www.ed.gov/pubs**. Readers without Web access may still receive a free single copy of the ***Bulletin*** through our Education Publications Center (ED Pubs) by calling toll free 1-877-4ED-Pubs or by faxing requests to 301-470-1244.

What to Expect Your First Year of Teaching

If you wanted to know what it's like to walk on the Moon, you'd interview an astronaut. If you wanted insights on playing Hamlet, you'd study the performance of a Shakespearean actor. And if you wanted to know what the first year of teaching school is like, you'd ask teachers who'd just completed their first year on the job.

What to Expect Your First Year of Teaching, a new booklet from OERI, does just that. Based largely on discussions with award-winning teachers who are new to their profession, it provides invaluable information from beginning teachers, whose reflections may be useful not only for others who are new to the classroom but for principals, administrators, and teacher educators as well.

The new teachers answer some key questions. What were the greatest rewards? Did they get the right preparation? What is it like to feel rebuffed by veteran teachers, to struggle with budget cutbacks, or to see children in distress? How did the new teachers surmount challenges, and what would they want other new teachers to know?

The teachers spoke effusively of their love for children and the satisfaction gained from watching student progress. Teachers also mentioned their need for more and better preparation in uses of technology, classroom management, and in what one teacher described as "the unwritten realities of the teaching profession"—factors such as gangs, broken homes, violence, and fear.

The final section of the book lists resources for beginning teachers, as well as a checklist of tips and strategies—for example, plan relentlessly and set high, consistently reinforced expectations for behavior and academic performance.

Single copies of *What to Expect Your First Year of Teaching* are available free, while supplies last, by calling toll free 1-877-4ED-Pubs. If you want more than one copy, the book is available from the Government Printing Office for $7, stock #065-000-01185-9. The publication also is available at http://www.ed.gov/pubs/FirstYear/ch1.html. □

Secretary of Education
Richard W. Riley
Assistant Secretary for Educational Research and Improvement
C. Kent McGuire

OERI Bulletin

Editors: Kathleen C. Price and Peggy Quinn

Design: Phil Carr

Contributors: Judith Anderson, Kathryn Chandler, Carol Chelemer, Jim Clemmens, Maura Daly, Gil Garcia, Ellen Holland, Judith Langer, Thelma Leenhouts, Nancy Loy, Nancy Paulu, Ram Singh, Karen Suagee, Joe Teresa.

OERI is the primary research and statistical agency of the U.S. Department of Education. The office funds research, demonstration and school improvement programs; collects and analyzes statistics; reports on the condition of education; and disseminates information about education programs.

The *Bulletin* includes information about publications, data, and important events sponsored by OERI only. It is a public document and may be reproduced in part or in whole without permission. Please credit OERI.

MIS 1999-6550

ISSN 1054-6919 ED/OERI 99-23

OERI Online Access

Internet users can access and download OERI and U.S. Department of Education resources and information—including legislation, publication summaries and full texts, grant information, datasets, and phone directories—by:

- World Wide Web browser such as Netscape or Lynx (URL = http://www.ed.gov);
- Gopher client (gopher to gopher.ed.gov or select North America → USA → General → U.S. Department of Education);
- FTP client (ftp to ftp.ed.gov, logon: anonymous);
- E-mail to almanac@inet.ed.gov (type "send catalog" in the body of the message).

E-mail questions about the servers to webmaster@inet.ed.gov.

Evaluating Technology in Schools and Classrooms

Whether or not technology will be used in America's classrooms is no longer an issue for debate. As computers increasingly replace chalkboards as a favored teaching tool, the result is a rapidly mounting investment that merits a serious evaluation of how technology actually affects teaching and learning.

To assist in this effort, OERI is now offering a guide to aid educators in appraising their own technology efforts. Developed as part of the evaluation of the Technology Literacy Challenge Fund, a major technology grant program, *An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms* provides educators with the types of assistance that states say they need.

The *Guide* walks educators through the evaluation process. It uses a hands-on approach and addresses key questions, such as: "Where do I start? What information do I need to collect? How? Where do I go from here?" Worksheets, sample questionnaires, and other tools to help educators tailor evaluations to their individual needs also are included.

The *Guide* is available free from ED Pubs, while supplies last, by calling toll free 1-877-4ED-Pubs and appears online at **http://www.ed.gov/offices/OERI/ORAD/kadeval.html**. For further information, contact Nancy Loy, Office of Reform Assistance and Dissemination, by e-mail at Nancy_Loy@ed.gov or by regular mail at U.S. Department of Education, 555 New Jersey Avenue NW, Room 508J, Washington, DC 20208. □

Research Agenda Planned for American Indian and Alaska Native Education

The Office of Educational Research and Improvement's (OERI) National Institute on the Education of At-Risk Students will play a key role in implementing a recent Presidential Executive Order (EO 13096) aimed at improving the academic performance and reducing the dropout rates of American Indian and Alaska Native students. Issued last August, the Executive Order culminates a 4-year effort by the administration, American Indian and Alaska Native leaders, educators, and Indian organizations to improve opportunities for approximately 600,000 K-12 students who attend both public and Bureau of Indian Affairs schools.

Among the Order's major goals are maximizing interagency collaboration and ensuring the use of effective strategies in responding to priority needs for services, information, and technical assistance. It also calls specifically for OERI participation in the development of a comprehensive federal research agenda. As the primary entity within OERI charged with supporting research and development activities to improve Indian education, the Institute plans a substantial contribution toward the agenda's formation. Currently, the Institute's portfolio includes six ongoing and two completed Indian projects. Topic areas include: teacher professional development; parent/community involvement; school/district reform; culture/language retention; and dropout prevention.

For additional information, call Karen Suagee, National Institute on the Education of At-Risk Students, at (202) 219-2244 or e-mail at Karen_Suagee@ed.gov. □

OERI Exhibit Schedule

October 10-13
National Black Child Development Institute
Houston, TX

November 5-8
National Middle Schools Association
Orlando, FL

November 10-13
National Association for the Education of Young Children
New Orleans, LA

About ED PUBS

Publications, brochures, videos, CD-ROMs, posters, and bookmarks. These are among the many items that can now be obtained with just a single phone call or E-mail to ED Pubs, the U.S. Department of Education's (ED) new Education Publications Center.

Launched by OERI's National Library of Education to more effectively serve all Department customers, ED Pubs emphasizes exceptional customer service, including quick turnaround times. Other impressive features include online ordering via the Internet, a searchable database that includes all ED products, and a customer call center. ED Pubs has products for anyone interested in education, including parents, teachers, students, administrators, policymakers, researchers, librarians, and many others.

Accessible via phone, fax, mail, and the Internet, ED Pubs customer service representatives may be reached from 9 a.m. to 6 p.m. (Eastern Time), Monday through Friday. Spanish-speaking customer service representatives also are available, and some Department publications are published in Spanish.

Customers can call after hours to make requests or call anytime to request selected short materials by fax. □

ED PUBS

Toll free telephone number:
1-877-4ED-Pubs
(1-877-433-7827)

TTY/TDD:
1-877-576-7734

E-mail:
edpubs@inet.ed.gov

Internet:
http://www.ed.gov/pubs/edpubs.html

Mailing address:
ED Pubs
Education Publications Center
U.S. Department of Education
P.O. Box 1398
Jessup, MD 20794-1398

U.S. Department of Education's 1999 Regional Conferences on Improving America's Schools

Eastern Region
Tampa, FL
October 6-8

Western Region
Salt Lake City, UT
November 8-10

Central Region
Chicago, IL
December 15-17

Who Should Attend?
- Principals
- Program Managers
- Teachers
- Grant Administrators
- Superintendents
- Community-based education organizations
- State education officials
- National education organizations
- Local education officials
- Grantees of programs administered by various offices of the U.S. Department of Education

For more information, call 1-800-203-5494 or visit the Web site at http://www.ncbe.gwu.edu/iasconferences.

publications

Following is a selected list of new publications from OERI. See below for ordering information.

Elementary/Secondary

Early Childhood: Where Learning Begins Geography
provides ideas for ways that parents can help their young children learn geography. Free from ED Pubs. $5.50 from GPO; #065-000-01215-4.

Early Childhood: Where Learning Begins Mathematics
provides ways that parents can help their young children learn mathematics. Free from ED Pubs. $4.50 from GPO; #065-000-01255-3.

Helping Your Child Learn Math (revised)
provides activities, resources, and other ideas for ways that parents can help their child learn mathematics. Free, while supplies last, from ED Pubs.

Indicators of School Crime and Safety, 1998
(See page 3.) Free, while supplies last, from ED Pubs.

Status of Education Reform in Public Elementary and Secondary Schools: Teachers' Perspectives
provides nationally representative data on teachers' understanding of standards-based education reforms and identifies information and assistance needed by teachers. $8 from GPO; #065-000-01220-1.

Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers
provides a national profile of the current state of teacher preparation and qualifications for full-time public school teachers, as well as several indicators of their work environment. $22 from GPO; #065-000-01225-1.

The NAEP 1997 Arts Report Card: Eighth Grade Findings from the National Assessment of Educational Progress
is the first arts assessment in more than 10 years. It presents results of the NAEP assessment in dance, music, theatre, and visual arts. $19 from GPO; #065-000-01219-7.

Postsecondary

American Indians and Alaska Natives in Postsecondary Education
is a sourcebook containing data on American Indians and Alaska Natives involved in all facets of postsecondary education. Includes demographic characteristics, access and enrollment in higher education, financial aid, and tribally controlled colleges. $33 from GPO; #065-000-01202-2.

Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment
examines factors that contribute most to long-term bachelor's degree completion of students who attend 4-year colleges. Free, while supplies last, from ED Pubs. $12 from GPO; #065-000-01245-6.

Degrees and Other Awards Conferred by Degree-Granting Institutions: 1995-96
provides summaries of degrees and other awards conferred by degree-granting institutions in the 50 states and the District of Columbia. $8.50 from GPO; #065-000-01205-7.

Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts 1996-97
presents detailed tabulations for academic year 1996-97 and comparisons with previous years of the number and average salaries of full-time instructional faculty on 9- and 10-month contracts. Free, while supplies last, from ED Pubs.

Miscellaneous

Catalog of School Reform Models: First Edition
provides reform-minded educators with succinct and informative descriptions of 26 entire school reform models along with 18 skill-based and content-based models. Free, while supplies last, by calling (202) 219-2235; online at http://www.ed.gov/offices/OESE/compreform/resource.html.

Charter Schools and Students with Disabilities
provides a summary of existing research data and policy-relevant analyses that focuses on charter schools and students with disabilities. Free, while supplies last, from ED Pubs.

Competence Without Credentials
presents commissioned papers on computer-based learning and its implications for employers and traditional postsecondary institutions. Free, while supplies last, from ED Pubs. $9 from GPO; #065-000-01228-6.

The Condition of Education 1998
consists of 60 statistical indicators on preschool, elementary, secondary, and postsecondary education. Also contains 10 new indicators covering such areas as Internet access in public and private schools, trends in student borrowing, and community service participation of students in grades 6-12. $25 from GPO; #065-000-01196-4.

Early Warning, Timely Response: A Guide to Safe Schools
(See page 3.) Free, while supplies last, from ED Pubs.

Education Statistics Quarterly
(See page 9.) Free, while supplies last, from ED Pubs.

An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms
(See page 6.) Free, while supplies last, from ED Pubs.

School-Based and School-Linked Programs for Pregnant and Parenting Teens and Their Children
synthesizes the proceedings from a conference on issues related to parenting teens. $6.50 from GPO; #065-000-01241-3.

Students at the Center: A National Teleconference on School Reform and Selected Readings
offers an opportunity to hear teachers, principals, and research experts engaged in comprehensive reform in schools around the country share their ideas about what has worked for them. $23 from GPO. #065-000-01160-3.

How to Order

Check the acronym at the end of the publication description to determine where to send your order (and your check when ordering from GPO).

Include the complete title and order number for each publication you order. The order number begins with "#" at the end of each publication description. If you want publications from different offices, you must place separate orders.

The publications listed are available from GPO, Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. Order Desk: (202) 512-1800. You may fax credit card orders to (202) 512-2250.

ED Pubs, call toll free 1-877-4ED-Pubs.

OERI does not have publications for sale, so DO NOT send money or checks, or order GPO publications from this office. OERI provides single copies—on a first-come, first-served basis—of only those publications listed as being free from ED Pubs. Most OERI publications can be found online at http://www.ed.gov/pubs.

Attaining Excellence: TIMSS as a Starting Point To Examine Mathematics

Mathematics assessments is the U.S. Department of Education's latest addition to the TIMSS Resource Kit. The new module is designed to help state and local educators compare their eighth-grade mathematics assessment frameworks and curricula against national and international benchmarks. It compares the National Assessment of Educational Progress (NAEP) and Third International Mathematics and Science Study (TIMSS) mathematics assessment frameworks, and uses actual test items to show how the geometry and algebra portions of the frameworks are articulated in the form of test questions across grades 4, 8, and 12. The module is available from the U.S. Government Printing Office for $33, stock #065-000-01222-7 (see page 8 for ordering information). □

NCES Releases *Education Statistics Quarterly*

This spring, the National Center for Education Statistics (NCES) introduced the first issue of the *Education Statistics Quarterly* to be published four times a year. The *Quarterly* was developed to address the needs of policymakers, education advocates, and their staffs, and designed with the goal of providing users with a single, comprehensive source of information about all NCES products.

Each issue of the *Quarterly* will include a comprehensive set of summaries and descriptions that cover NCES publications and data products released during a 3-month period. In addition, each issue will include a message from NCES on an important and timely subject in education statistics and a featured topic of educational importance with invited commentaries. The first issue of the *Quarterly* includes essays from John F. Jennings of the Center on Education Policy and Richard M. Ingersoll of the University of Georgia on new NCES data on teacher quality.

A complete annual index of NCES publications will appear in the winter issue each year (published in January). If you have suggestions for improving the *Quarterly*, please contact us at our Web site (http://nces.ed.gov). Copies of the *Quarterly* are available for purchase from the Government Printing Office and free, while supplies last, from ED Pubs. You can also print copies from the NCES Web site. See page 8 for ordering information. □

Model Professional Development, *from page 1*

She achieved this by encouraging teachers to engage in professional development that was grounded in analyzing student achievement data and by using research on best practices to reform instruction. Reading and writing received a major emphasis, and students at the Samuel Mason Elementary School in Roxbury showed gains over a 3-year period on standardized tests and other measures.

To learn more about the National Awards Program for Model Professional Development and the 13 schools and school districts previously recognized, visit http://www.ed.gov/inits/teachers/research.html. This year's winners can be found at http://www.ed.gov/Press Releases/08-1999/model.html. For additional information, call Sharon Horn at (202) 219-2203 or e-mail Sharon_Horn@ed.gov. □

Research Roundup

GED Credential Improves Earnings for Some

Earning a General Educational Development (GED) credential can have a substantial impact on the annual earnings of young white dropouts, but does not provide a way out of poverty altogether. Nonwhite workers, meanwhile, appear to reap no financial benefit by acquiring a GED.

These are among the key discoveries in new research from the National Center for the Study of Adult Learning and Literacy at Harvard University, which is funded by OERI's National Institute on Postsecondary Education, Libraries, and Lifelong Learning.

The findings are significant because they were reached by sampling dropouts who took the GED in states with different standards for passing. This allowed comparisons between individuals with similar test scores, whose success or failure was due to their state's passing standard. Thus, for the first time, researchers could separate the credential's impact on individual's earnings from personal qualities, such as motivation or persistence.

Unlike most previous studies, this research found that after 5 years' employment, the annual earnings of the white GED holders were 10 to 20 percent higher than those who failed the test, although the estimated annual dollar amount was only $1,500.

The researchers suggest that the greater earnings reflect employers' use of the GED to "signal" higher levels of motivation, maturity, persistence, and other work attributes deserving of higher earnings, rather than as a signal of higher cognitive skills. It was not clear, however, why the same signaling effects are not at work for nonwhite GED recipients.

Additional information about this study is available online at **http://hugse1.harvard.edu/~ncsall** or by phone at (617) 495-4843. □

How to Educate English Language Learners

How long does it take English language learners to learn English? It depends—generally on a number of factors.

For example, while some English language learners can master the language in as little as 1 to 3 years, others may take as long as a decade. Like their native English-speaking peers, English Language Learners (ELLs) vary in abilities, motivations, native language proficiency, and readiness to learn. Other factors that can enhance or delay learning include their age when entering school and, not surprisingly, access to effective teaching and educational services.

Findings from research supported in part by OERI's National Institute on the Education of At-Risk Students reveal that ELLs can be taught—and do learn—English and content effectively when the following conditions exist:

- Educational services are tailored to their linguistic, cultural, and academic learning needs;
- Native language instruction is available (as needed) to provide the foundation for English instruction;
- Teachers adjust instructional time to ensure that verbal and literacy skills typical of all-English classrooms are acquired; and
- Students not fully proficient in English are taught in special programs before making the transition to all-English classrooms.

For additional information, contact Gil_Garcia@ed.gov, (202) 219-2144, or visit the National Institute on the Education of At-Risk Students Web site at **http://www.ed.gov/offices/OERI/At-Risk.** □

English Achievement in High School Classrooms

While the ability to read, understand, and communicate in English is essential to students' academic success and future attainment, it is not always clear which factors contribute to high achievement in high school English. Thus, OERI's National Institute on Student Achievement, Curriculum, and Assessment is supporting research—now in its third year—into the characteristics of effective English instruction in the nation's secondary schools.

Findings to date show that students do better in English if teachers make explicit connections across topics and skills from day to day and across the year. Students also benefit when connections are made between what they are currently reading and other works they have read, other eras, and other cultures. In short, students gain when they can see links between literature and life, between classroom and community, between school and work.

Researchers at OERI's Center on English Learning & Achievement (CELA) also report that students need balanced attention in developing language skills, content knowledge, and learning strategies. They do best when reading, writing, and other language skills are taught in the context of larger activities and not just practiced separately.

The most effective instruction develops around big issues (e.g., justice, oppression) that take time to study and require that students read several works, since cross-cutting issues that demand high-level thinking and sustained writing and discussion lead to improved learning.

For more information, visit the CELA Web site at http://cela.albany.edu. □

Teachers and Technology

With computer technologies invading the nation's classrooms at a rapid pace, understanding how teachers actually use these technologies and how they affect student performance have emerged as critically important issues for educators and researchers alike. Research supported by OERI's National Institute on Student Achievement, Curriculum, and Assessment provides some enlightenment in both areas. For example, preliminary data from a nationally representative survey of 2,251 4th- to 12th-grade teachers reveal that most received some training in computer use, and that an overwhelming majority had formal instruction in Internet use during the 1997-98 school year. In addition, nearly one-half reported taking part in a staff development activity in which computers or their instructional uses was a central topic.

This increased training has apparently inspired teachers to move beyond simply having students practice basic skills and learn word processing. Instead, increasing numbers are requiring students to use computers to acquire information, analyze it, and communicate it to others. The survey found, moreover, that more than 25 percent of teachers surveyed had students use the World Wide Web in at least three lessons during the year.

Teachers' growing confidence in use of classroom technology shows promise of translating into improved overall student performance, according to findings from a variety of studies. Positive effects on students' motivation, collaborative work, and self-esteem also have been found, although researchers acknowledge it is often difficult to separate the effects of technology use on students' performance and motivation from other factors.

For additional information, contact Ram Singh at the National Institute on Student Achievement, Curriculum, and Assessment at (202) 219-2025 or by e-mail at Ram_Singh@ed.gov. □

United States
Department of Education
Washington, DC 20208–5570

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of
Education
Permit No. G–17

FIRST CLASS

phone list

Note: All numbers are in area code 202 unless otherwise indicated.

C. Kent McGuire
OERI Assistant Secretary 219-1385
Deputy Assistant Secretary .. 219-2050

National Center for Education Statistics (NCES)

Acting Commissioner,
Gary W. Phillips 219-1828
Assessment 219-1831
Early Childhood, International & Cross Cutting Studies 219-1395
Elementary/Secondary & Libraries Studies 219-1761
Postsecondary Studies 219-2297

Office of Reform Assistance & Dissemination (ORAD)

Director,
Peirce A. Hammond 219-2164
Knowledge Applications 219-2149
State & Local Support 219-2187
Development & Demonstration Programs 219-2116
Learning Technologies 219-3882

National Library of Education (NLE)

Director,
Blane Dessy..... 401-2425
Library 1-800-424-1616
Circulation/Interlibrary Loan... 205-4945
Reference/Research/Statistics .. 205-5015
Collection Development 205-5019
TTY:..... 205-7561
FAX:..... 401-0547

Media & Information Services (MIS)

Director,
Cynthia H. Dorfman..... 219-1556
Outreach & Customer Services Division 219-1558
Publications Division..... 219-1556

National Research Institutes

Early Childhood Development & Education (ECI)

Director,
Naomi Karp 219-1935

Educational Governance, Finance, Policymaking, & Management (GFI)

Acting Director,
Barbara Lieb 219-2191

Education of At-Risk Students (ATRISK)

Acting Director,
Debra Hollinger Martinez.... 219-2239

Postsecondary Education, Libraries, & Lifelong Learning (PLLI)

Director,
Carole Lacampagne 219-2207

Student Achievement, Curriculum, & Assessment (SAI)

Acting Director,
Ivor A. Pritchard 219-2079

Toll Free Numbers

National Library of Education ..... 1-800-424-1616 (202-219-1692 in DC area) provides information about OERI research, statistics, publications, and data tapes.

ACCESS ERIC . . 1-800-LET-ERIC coordinates information in ERIC (Educational Resources Information Center), the world's largest education database.

For other electronic access to OERI information, see page 5.